



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10931295  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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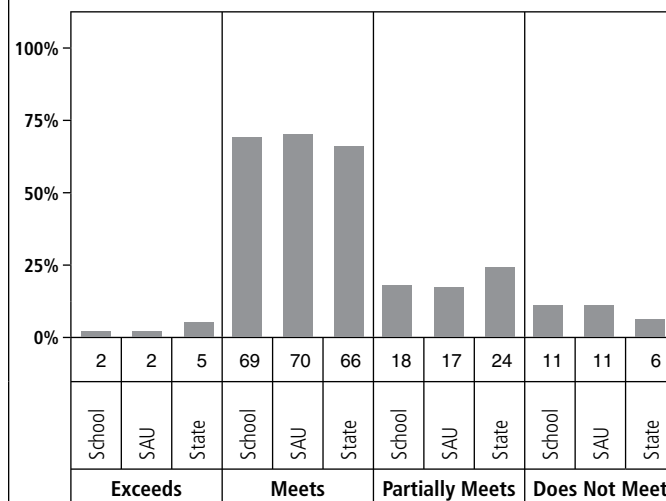
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

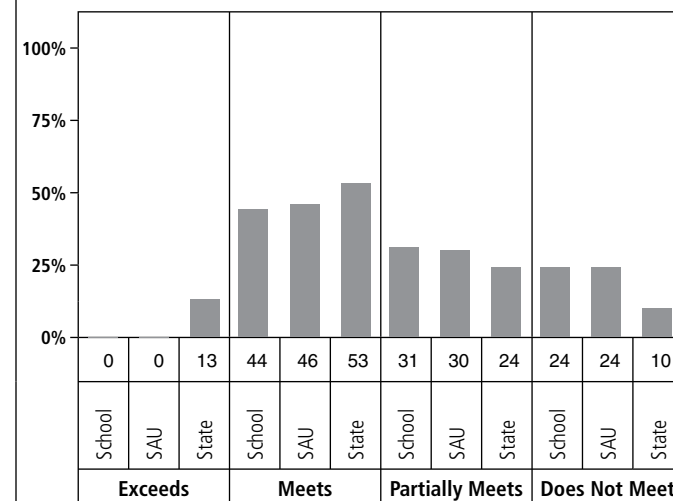
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	439	439	445
2007–2008	439	440	445
<b>2008–2009</b>	<b>444</b>	<b>444</b>	<b>446</b>
Cum. Avg.*	441	441	445
<b>Mathematics</b>			
2006–2007	435	435	445
2007–2008	436	437	445
<b>2008–2009</b>	<b>438</b>	<b>438</b>	<b>446</b>
Cum. Avg.*	436	437	445

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	46	100	47	100	13805	100	46	100	47	100	13737	100	46	100	47	100	13746	100						
<b>Ethnicity</b> African American/Black	2	4	2	4	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	44	96	45	96	12883	93	44	100	45	100	12832	100	44	100	45	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	6	13	7	15	2383	17	6	100	7	100	2366	100	6	100	7	100	2364	99						
<b>Current LEP</b>	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
<b>Economically disadvantaged</b>	25	54	25	53	5819	42	25	100	25	100	5782	99	25	100	25	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	41	89	41	87	10439	76	41	89	41	87	10471	76						
Identified disability (PET/IEP)	1	2	1	2	351	3	1	2	1	2	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	1	2	1	2	92	1	1	2	1	2	90	1						
<b>Participation with accommodations</b>	4	9	5	11	3142	23	4	9	5	11	3138	23						
Identified disability (PET/IEP)	4	100	5	100	1860	59	4	100	5	100	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	2	155	1	1	2	1	2	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	0	0	507	4
	2007-2008	0	0	0	0	559	4
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>672</b>	<b>5</b>
	Cum. Total*	1	1	1	1	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	20	50	20	50	8749	63
	2007-2008	12	33	12	35	8308	59
	<b>2008-2009</b>	<b>31</b>	<b>69</b>	<b>32</b>	<b>70</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	63	52	64	53	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	10	25	10	25	3467	25
	2007-2008	15	42	14	41	3922	28
	<b>2008-2009</b>	<b>8</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	33	27	32	27	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	10	25	10	25	1165	8
	2007-2008	9	25	8	24	1264	9
	<b>2008-2009</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>751</b>	<b>6</b>
	Cum. Total*	24	20	23	19	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	29.8	62.1	29.8	62.1	31.6	65.8
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.4	64.2	15.4	64.2	16.1	67.1
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	14.4	60.0	14.3	59.6	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Litchfield School Department  
 School: Carrie Ricker Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	45	1	2	31	69	8	18	5	11	444	46	2	70	17	11	444	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	43	1	2	30	70	8	19	4	9	445	44	2	70	18	9	445	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	2	40	0	0	3	60	433	6	0	50	0	50	435	2211	1	39	42	18	439
No	40	1	3	29	73	8	20	2	5	446	40	3	73	20	5	446	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	0										0						357	3	42	36	19	440
No	45	1	2	31	69	8	18	5	11	444	46	2	70	17	11	444	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	24	0	0	15	63	4	17	5	21	441	24	0	63	17	21	441	5677	2	57	32	9	443
No	21	1	5	16	76	4	19	0	0	448	22	5	77	18	0	448	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	45	1	2	31	69	8	18	5	11	444	46	2	70	17	11	444	13575	5	66	24	6	446
<b>Gender</b>																						
Female	25	1	4	17	68	4	16	3	12	445	25	4	68	16	12	445	6580	7	68	21	5	448
Male	20	0	0	14	70	4	20	2	10	443	21	0	71	19	10	443	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2127	1	48	42	9	441
No	41	1	2	31	76	5	12	4	10	445	42	2	76	12	10	445	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	4										4						324	27	72	1	0	458
No	41	0	0	28	68	8	20	5	12	443	42	0	69	19	12	443	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	2	67	1	33	0	0	446	9	0	75	25	0	446	4	2	45	36	17	441
B. less than one hour	84	1	3	27	71	6	16	4	11	445	83	3	71	16	11	445	75	5	67	23	4	447
C. one to two hours	9	0	0	2	50	1	25	1	25	440	9	0	50	25	25	440	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	1	6	14	88	1	6	0	0	452	37	6	88	6	0	451	40	8	71	17	4	449
B. good	44	0	0	15	75	2	10	3	15	442	43	0	75	10	15	442	45	3	66	25	5	446
C. fair	16	0	0	2	29	4	57	1	14	438	15	0	29	57	14	438	13	1	54	35	10	442
D. poor	4	0	0	0	0	1	50	1	50	426	4	0	0	50	50	426	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	20	0	0	7	78	0	0	2	22	444	20	0	78	0	22	444	31	8	69	19	4	448
B. They match some of what I have learned.	60	0	0	19	70	6	22	2	7	444	61	0	71	21	7	444	53	4	68	23	4	447
C. They match just a little of what I have learned.	13	1	17	4	67	1	17	0	0	450	13	17	67	17	0	450	11	2	54	35	10	442
D. There is no match.	7	0	0	1	33	1	33	1	33	437	7	0	33	33	33	437	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	1	14	3	43	1	14	2	29	443	18	13	50	13	25	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	61	0	0	20	74	6	22	1	4	445	60	0	74	22	4	445	63	6	69	22	4	447
C. easier than my regular schoolwork	23	0	0	7	70	1	10	2	20	443	22	0	70	10	20	443	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	9	0	0	3	75	0	0	1	25	440	11	0	80	0	20	441	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	51	1	4	14	61	7	30	1	4	443	50	4	61	30	4	443	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	40	0	0	14	78	1	6	3	17	446	39	0	78	6	17	446	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	33	0	0	13	87	1	7	1	7	448	33	0	87	7	7	448	21	8	68	19	5	448
B. 20 minutes to an hour	53	1	4	17	71	5	21	1	4	445	52	4	71	21	4	445	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	1	25	2	50	1	25	435	9	0	25	50	25	435	13	2	57	33	8	443
D. I rarely read at home.	4	0	0	0	0	0	0	2	100	425	7	0	33	0	67	431	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	9	0	0	1	25	1	25	2	50	433	11	0	40	20	40	435	25	3	59	30	8	444
B. six to ten pages	14	0	0	3	50	2	33	1	17	439	14	0	50	33	17	439	24	4	64	26	6	445
C. eleven or more pages	77	1	3	25	76	5	15	2	6	447	75	3	76	15	6	447	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	458	100	0	100	0	0	458						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	3	1	3	1054	8
	2007-2008	1	3	1	3	1321	9
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	2	2	2	2	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	14	35	14	35	7394	53
	2007-2008	11	31	11	32	7079	51
	<b>2008-2009</b>	<b>20</b>	<b>44</b>	<b>21</b>	<b>46</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	45	38	46	38	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	10	25	10	25	3729	27
	2007-2008	13	37	13	38	3955	28
	<b>2008-2009</b>	<b>14</b>	<b>31</b>	<b>14</b>	<b>30</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	37	31	37	31	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	15	38	15	38	1735	12
	2007-2008	10	29	9	26	1642	12
	<b>2008-2009</b>	<b>11</b>	<b>24</b>	<b>11</b>	<b>24</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	36	30	35	29	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.4	52.9	25.6	53.3	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	10.1	50.5	10.1	50.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	4.4	55.0	4.4	55.0	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.7	57.0	5.7	57.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.3	53.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Litchfield School Department  
 School: Carrie Ricker Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	45	0	0	20	44	14	31	11	24	438	46	0	46	30	24	438	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	43	0	0	20	47	13	30	10	23	438	44	0	48	30	23	438	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	1	20	3	60	425	6	0	33	17	50	428	2227	3	34	33	30	437
No	40	0	0	19	48	13	33	8	20	439	40	0	48	33	20	439	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	0										0						370	7	35	31	27	439
No	45	0	0	20	44	14	31	11	24	438	46	0	46	30	24	438	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	24	0	0	11	46	5	21	8	33	435	24	0	46	21	33	435	5704	6	48	30	16	442
No	21	0	0	9	43	9	43	3	14	441	22	0	45	41	14	441	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	45	0	0	20	44	14	31	11	24	438	46	0	46	30	24	438	13603	13	53	24	10	446
<b>Gender</b>																						
Female	25	0	0	10	40	9	36	6	24	435	25	0	40	36	24	435	6591	12	54	24	11	446
Male	20	0	0	10	50	5	25	5	25	441	21	0	52	24	24	441	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2131	3	41	38	18	440
No	41	0	0	20	49	13	32	8	20	439	42	0	50	31	19	439	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	4										4						324	64	34	2	0	464
No	41	0	0	16	39	14	34	11	27	436	42	0	40	33	26	436	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 4  
SAU: Litchfield School Department  
School: Carrie Ricker Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	2	67	0	0	1	33	438	9	0	75	0	25	440	4	4	37	30	28	438
B. less than one hour	84	0	0	16	42	13	34	9	24	438	83	0	42	34	24	438	75	13	55	23	9	447
C. one to two hours	9	0	0	2	50	1	25	1	25	435	9	0	50	25	25	435	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	0	0	8	53	3	20	4	27	442	33	0	53	20	27	442	37	22	56	16	7	451
B. good	53	0	0	10	42	8	33	6	25	437	52	0	42	33	25	437	45	9	56	25	9	446
C. fair	13	0	0	2	33	3	50	1	17	433	13	0	33	50	17	433	14	3	46	34	17	440
D. poor	0										2	0	100	0	0	446	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	18	0	0	4	50	2	25	2	25	443	17	0	50	25	25	443	35	19	56	19	7	450
B. They match some of what I have learned.	69	0	0	14	45	10	32	7	23	438	70	0	47	31	22	438	51	11	56	25	8	446
C. They match just a little of what I have learned.	9	0	0	2	50	1	25	1	25	433	9	0	50	25	25	433	10	5	43	31	21	440
D. There is no match.	4	0	0	0	0	1	50	1	50	421	4	0	0	50	50	421	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	3	25	5	42	4	33	435	29	0	31	38	31	436	17	5	44	31	20	441
B. about the same as my regular schoolwork	61	0	0	15	56	7	26	5	19	440	60	0	56	26	19	440	62	13	57	23	7	448
C. easier than my regular schoolwork	11	0	0	2	40	2	40	1	20	441	11	0	40	40	20	441	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	1	50	1	50	416	4	0	0	50	50	416	7	6	36	32	27	438
B. 30–45 minutes	27	0	0	5	42	3	25	4	33	438	27	0	42	25	33	438	25	7	52	28	12	444
C. 45–60 minutes	57	0	0	13	52	7	28	5	20	440	58	0	54	27	19	440	38	14	56	22	8	448
D. more than 60 minutes	11	0	0	2	40	2	40	1	20	435	11	0	40	40	20	435	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	0	0	0	0	3	100	409	7	0	0	0	100	409	3	4	36	31	28	438
B. two or three days a week	11	0	0	2	40	2	40	1	20	435	11	0	40	40	20	435	12	13	51	26	10	446
C. two or three times each month	33	0	0	8	53	5	33	2	13	441	33	0	53	33	13	441	32	15	58	20	7	449
D. never or almost never	49	0	0	10	45	7	32	5	23	440	50	0	48	30	22	441	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	16	0	0	2	29	3	43	2	29	435	16	0	29	43	29	435	26	12	50	25	13	445
B. two or three days a week	30	0	0	6	46	6	46	1	8	440	29	0	46	46	8	440	32	14	57	21	7	448
C. two or three times each month	43	0	0	8	42	5	26	6	32	434	42	0	42	26	32	434	26	13	56	22	8	448
D. never or almost never	11	0	0	3	60	0	0	2	40	444	13	0	67	0	33	444	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	460	100	0	100	0	0	460						
D.	0										0											